

Peer Review: Praise/Question/Suggestion/Response

Expectations

What is it you hope to gain from peer review today?

Helpful response to my TELL draft and advice on how to make it better.

Plans

What practices might help you/your classmates attain those expectations?

Thought put into each other's work and insight from the teacher and our peers.

Procedure

For this peer review, groups of three will follow these steps:

1. Author: sets expectations; reads/explains TELL aloud
2. Peers: write comments using rubric; share *praise/questions*
3. Author: asks *questions/responds* to peer comments
4. Peers: make *suggestions/respond* to author questions

Have you received comments about...?	Member1	Member2	Summarize those comments below
Thorough, specific use of details?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Organization of evidence?			
Genre conventions Past Present Future			
Techniques discussed in class?			
Specific, telling details			

Reflection

Now that you've received some comments, how will you address them when you revise your work?

I will work on my paper to form more details and explanations behind what I was saying.

Evaluation

Were your expectations met today? Why or why not?

Yes, I got good advice from my peers &.

Please fill out this chart for yourself to hand in with your final draft.

Criterion	Partner 1		Partner 2		Myself	
Arranged relevant details clearly to accomplish the purpose(s)?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	Example:		Example:		Example: It is past, present, & future & they flow into each other.	
Used details thoroughly and specifically?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	Example: I took the advice and added more details to the past.		Example:		Example:	
Style and grammar match the models we read in class? (past, present, future)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	Example:		Example:		Example: I wrote in the same way the model did.	
Used the composing practices we discussed in class? (Specific, telling details)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	Example:		Example:		Example: I used the ADAPT sheet to add more to my draft.	
Implemented the feedback received from Dr. Sherry and my peers?					Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
					I used the tips from the email to make my paper longer.	

After revising your draft, please fill out the rubric below for your EAR project:

Criterion/Grade	4.0	3.0	2.0	1.0
Organization: arranges relevant details clearly to accomplish purpose(s)	X			
Content : uses details thoroughly and specifically to make point(s)	X			
Conventions: style and grammar match the models read in class	X			
Technique: uses composing practices discussed in class	X			

A 4.0 is... Relevant details selected and clearly arranged to make point(s)
 Details used thoroughly and specifically to make point(s)
 Style/grammar of genre(s) examined in class used appropriately for author's own purposes
 Composing techniques discussed in class are used appropriately for author's own purposes

A 3.0 is... Relevant details selected and arranged to make points
 Details used thoroughly or specifically to make point(s)
 Style/grammar of the genre(s) examined in class are used appropriately but mechanically
 Composing techniques discussed in class are used appropriately but mechanically

A 2.0 is... Details arranged to make point(s)
 Details used to make point(s)
 Style/grammar of the genre(s) examined in class are attempted but not always appropriate
 Composing techniques discussed in class are attempted but not always appropriate

A 1.0 is... Details do not seem relevant; arrangement unclear
 Lacks details; does not make point(s)
 Style/grammar of the genre(s) examined in class are not used
 Composing techniques discussed in class are not used